

Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
<p><u>What is History?</u> Chronology Source analysis Bias and reliability History with the Simpsons</p> <p><u>The Vikings</u> Post Roman Britain Arrival of the Vikings The Danelaw Earldoms Viking daily life Viking raiders or settlers</p>	<p><u>1066 - Death of Edward the Confessor</u> The English Crown in 1066 The Battle of Stamford Bridge The Battle of Hastings William's Consolidation of Power Castles (Motte & Bailey, Stone Keep) The Feudal System The Domesday Book</p>	<p><u>The Black Death 1348</u> Medieval Towns The Black Death Causes, Preventions and Cures The Black Death Symptoms The Consequences of the Black Death</p>	<p><u>The Tudors:</u> Henry VII and the Reformation - Martin Luther Edward VI and Lady Jane Grey Mary I - Bloody Mary? Elizabeth I The Spanish Armada</p>	<p><u>The Stuarts</u> James I and the Joining of England and Scotland The Gunpowder Plot Source Investigation (were the plotters framed?)</p>	<p><u>English Civil War</u> Causes Battles Consequences</p>
<p>Concepts: EMPIRE and CONFLICT Knowledge and understanding Cause and Continuity Cause and Consequence Source analysis (utility and reliability) Historical interpretations</p>	<p>Concepts EMPIRE, CONFLICT and RELIGION Knowledge and understanding Cause and Continuity Cause and Consequence Source analysis (utility and reliability)</p>	<p>Concepts RELIGION Knowledge and understanding Cause and Continuity Cause and Consequence Source analysis (utility and reliability)</p>	<p>Concepts RELIGION and MONARCHY Knowledge and understanding Cause and Continuity Cause and Consequence Source analysis (utility and reliability)</p>	<p>Concepts RELIGION Knowledge and understanding Cause and Continuity Cause and Consequence Source analysis (utility and reliability)</p>	<p>Concepts CONFLICT and MONARCHY Knowledge and understanding Cause and Continuity Cause and Consequence Source analysis (utility and reliability)</p>

<p>The Great Plague and Great Fire of London</p> <p>Causes and Symptoms of the Plague 1665 How well did they Deal with the Plague 1665? Causes of the Great Fire of London 1666 Consequences of Great Fire of London Who was to blame for the Great fire of London?</p>	<p>The Industrial Revolution and Jack the Ripper</p> <p>The Domestic System The Factory System Jobs of the Industrial Revolution Children’s Lives in the Industrial Revolution Living Conditions Jack the Ripper - Profile / Victims / Suspects</p>	<p>The British Empire, Slavery and USA Civil Rights</p> <p>Triangular trade, Middle Passage and Abolition in England American Civil War and Emancipation Jim Crow Laws, Death of Emmitt Till and the Roles of MLK and Malcolm X</p>	<p>Women’s Suffrage</p> <p>Women in the 19th Century Roles of the Suffragists and Suffragettes The Death of Emily Davison How Conditions Changed for Women Role of Women in WWI</p>	<p>The Great War 1914-1918</p> <p>Causes of the Great War, including MAIN and Franz Ferdinand’s Assassination Recruitment for the Great War Life in the Trenches - Failure of the Schlieffen Plan The Battle of the Somme The Armistice and the End of the Great War</p>	
Concepts	Concepts	Concepts	Concepts	Concepts	Concepts
Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit

Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
Concepts	Concepts	Concepts	Concepts	Concepts	Concepts
Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit

Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
<p><u>Intro to medicine</u> Hippocrates and Galen Islamic medicine Causes of disease Treatments Medieval medics The role of religion public health in towns and monasteries Black Death Summary/review of Middle Ages</p> <p><u>Renaissance medicine</u> Thomas Sydenham Andreas Vesalius William Harvey Decline of the church and increase role of government Printing press and Royal</p>	<p><u>Industrial period</u> Germ Theory - Louis Pasteur and Robert Koch Edward Jenner and vaccines James Simpson Joseph Lister with Antiseptics and Anaesthetics Florence Nightingale John Snow and Cholera Chadwick Booth and Roundtree First Public Health Act Second Public Health Act</p> <p><u>Modern Period</u> Crick and Watson, DNA Genetics Lung cancer Magic bullets Alexander Flemming,</p>	<p><u>Historic environment:</u> <i><u>Medicine on the Western Front 1914-1918</u></i> Injuries to soldiers Trenches and gas attacks Treatments available on the Western Front Key Battles The RAMC and FANY Plastic surgery</p> <p><u>Paper 3; Weimar and Nazi Germany</u> The situation in Germany after WW1 The Weimar constitution The Treaty of Versailles The Spartacist Uprising The Kapp Putsch</p>	<p><u>Hitler's Rise to Power:</u> Early life of Adolf Hitler Hitler's affiliation with the German Workers Party 25 Point Programme. The creation of the SA and the importance of Ernst Rohm. The causes and consequences of the Munich Putsch The Bamberg Conference and the Lean Years. The impacts of the Great Depression Increase support for the Nazi Party. Hitler's Chancellorship</p> <p><u>Hitler's consolidation of power (creating a</u></p>	<p><u>Life In Nazi Germany</u> Changes to workers in Nazi Germany The role of women Changes to education The Police State Concentration Camps and role of the SS The Hitler Youth Changes to the Church Treatment of minority groups Treatment of the Jews Nuremberg Laws Kristallnacht</p>	<p><u>Paper 2; Elizabethan England 1558-1603</u></p>

<p>Society Renaissance hospitals Plague Renaissance review</p>	<p>penicillin Healthy lifestyle campaigns NHS 1948 Developments in surgery Improvement in diagnosis</p>	<p>French invasion of the Rhur Stresemann and economic recovery Changes in German society, including art and culture in Weimar Germany.</p>	<p><u>Dictatorship in Germany)</u> The Reichstag Fire The Enabling Act Removal of opposition The Night of the Long Knives The Death of President Hindenburg Army swear oath of loyalty to Hitler.</p>		
<p>Concepts Religion Attitudes in society Chance and communication Monarchy Change and continuity</p>	<p>Concepts Urbanisation Cities Industry Victorian England Reforms Act Roundtree report Liberal government Attitudes in society Chance and communication Monarchy Change and continuity War and conflict Source utility Significance Science and technology</p>	<p>Concepts</p>	<p>Concepts</p>	<p>Concepts</p>	<p>Concepts</p>
<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>
<p>The Church is the</p>	<p>In the Renaissance period</p>				

<p>dominant factor in the Middle Ages. They control all aspects of education, in regards to handwriting the medical books and training the physicians at medical schools. They promote the work of Galen, ban dissection and even arrest anyone who launches their own investigations which are deemed to counter the church's teachings. Finally, the church even runs the hospitals. It is essential the students know that you go there for rest and prayer, as opposed to being treated.</p>	<p>the Church lost its power and control due to Henry VIII's break from Rome. The 3 individual's are able to dissect and prove that Galen's work and the old teachings were inaccurate. The Plague is used as a measuring point to highlight the extent of change. The essential understanding is that all of the causes and indeed treatments from the previous time period are largely the same. However, due to the emergence of a government they handle the plague a lot better. They impose quarantine laws and encourage people to isolate themselves. Plague doctors begin to wear masks and all public places and gatherings are banned.</p>				
<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>
<p>12 mark explain question 'Explain how the Church influenced medicine in the Middle Ages c1250-</p>	<p>As the students come to the end of the Renaissance period this will now allow us to</p>				

<p>1500. In your answer you may refer to the following;</p> <ul style="list-style-type: none"> ● Education ● Banned dissection <p>You must use information of your own.'</p> <p>There are a total of three 12 mark questions across the three exams in history. It is essential students learn the skill of how to approach this question. Essentially the two suggested points are merely stimulus points, the students don't have to use them. However, it is essential that they go beyond the stimulus and add one more reason / factor of their own. They will be encouraged to deploy PEEL technique.</p>	<p>assess their ability to compare and contrast two time periods. This will take the shape of a 4 mark question. 'Explain one way in which treatments in the Middle Ages were different to treatments in the Renaissance period.'</p> <p>(4 marks)</p>				
<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>
<p>In year 7 students spend a significant amount of time on the 1066 saga and have some concept and understanding of the impacts of the Norman</p>	<p>The duration of the Renaissance period is c1500-c1700. In years 7 and 8, Students are taught the Tudor Dynasty and should be able to</p>				

<p>Conquests, exploring what life was like in the Middle Ages and a clear understanding of the importance of religion. In addition, students will have looked at the Black Death which is now a case study.</p>	<p>recall the 'religious rollercoaster' which happened during the reigns of Edward VI, Bloody Mary and Queen Elizabeth. We will revisit and recall the reasons for the English reformation. They will also reflect on the turbulence of Early Modern England due to the English Civil War. Charles II (son of Charles I) is a member of the new Royal Society which directly impacts medicine. Students also explore the Great Plague in year 8 which is also a focus point of Renaissance medicine.</p>				
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<p><u>Intro to medicine</u> Hippocrates and Galen Islamic medicine Causes of disease Treatments Medieval medics The role of religion public health in towns and monasteries Black Death Summary/review of Middle Ages</p> <p><u>Renaissance medicine</u> Thomas Sydenham Andreas Vesalius William Harvey Decline of the church and increase role of government Printing press and Royal Society Renaissance hospitals Plague Renaissance review</p>	<p><u>Industrial period</u> Germ Theory - Louis Pasteur and Robert Koch Edward Jenner and vaccines James Simpson Joseph Lister with Antiseptics and Anaesthetics Florence Nightingale John Snow and Cholera Chadwick Booth and Roundtree First Public Health Act Second Public Health Act</p> <p><u>Modern Period</u> Crick and Watson, DNA Genetics Lung cancer Magic bullets Alexander Flemming, penicillin Healthy lifestyle campaigns NHS 1948 Developments in surgery Improvement in diagnosis</p>	<p><u>Elizabethan England, c1568–1603</u></p> <p>Part one: Elizabeth's court and Parliament This unit looks at the difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth’s authority at the end of her reign.</p> <p>Part two: Life in Elizabethan times This unit examines the Golden Age of Elizabethan England. Was it or wasn’t it?</p> <p>Part three: Troubles at home and abroad The religious crisis and the impact that had on England. The Armada and exploration and all that came out of it. Historic environment case study. Pre-release material.</p>			

Concepts	Concepts	Concepts	Concepts	Concepts	Concepts
Religion Attitudes in society Chance and communication Monarchy Change and continuity Ancient world Arabian medicine War and conflict Source utility Significance Science and technology	Urbanisation Cities Industry Victorian England Reforms Act Roundtree report Liberal government Attitudes in society Chance and communication Monarchy Change and continuity War and conflict Source utility Significance Science and technology				
Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
The Church is the dominant factor in the Middle Ages. They control all aspects of education, in regards to handwriting the medical books and training the physicians at medical schools. They promote the work of Galen, ban dissection and even arrest anyone who launches their own investigations which are	In the Renaissance period the Church lost its power and control due to Henry VIII's break from Rome. The 3 individual's are able to dissect and prove that Galen's work and the old teachings were inaccurate. The Plague is used as a measuring point to highlight the extent of change. The essential understanding is that all	The big turning point in medicine is through the publication of the Germ Theory. The Franco-Prussian war accelerated the progress of this and Robert Koch became the Godfather of bacteriology. This then paved the way for other developments such as the first Vaccine against smallpox. The industrial period is			

<p>deemed to counter the church's teachings. Finally, the church even runs the hospitals. It is essential the students know that you go there for rest and prayer, as opposed to being treated.</p>	<p>of the causes and indeed treatments from the previous time period are largely the same. However, due to the emergence of a government they handle the plague a lot better. They impose quarantine laws and encourage people to isolate themselves. Plague doctors begin to wear masks and all public places and gatherings are banned.</p>	<p>also important in establishing a national government who shifts from a laissez-faire attitude and takes direct action. This is seen in making the second Public Health act compulsory. It is this intervention which students must use to show the stepping stones towards the introduction of the NHS in 1948. Free health care for all was a significant turning point but students must understand that it was not without its criticism.</p>			
<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>
<p>How useful is source A to an historian studying Christian ideas about illness?" (8 marks)</p> <p>Summative assessment of the Middle Ages. The assessment has been broken down into three, 8 mark sections. 8 marks for knowledge recall. Then they will answer two real Exam style questions. One of which will be a significance question. Then, revisiting the utility question. They will answer how useful is a source.</p>	<p>As the students come to the end of the Renaissance period this will now allow us to assess their ability to compare and contrast two time periods. This will take the shape of an 8 mark question. As follows.</p> <p>Explain one way in which hospital care in the Middle Ages was different to hospital care in the</p>				

	Renaissance period. (8 marks)				
Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit
Students have been exposed to source utility before. It is essential they remember some of the key skills from KS3. That all sources are useful. They should not necessarily focus on their limitations. They have to go beyond the source and add in their own contextual knowledge and understanding. Finally, they need to analyse the provenance of the source. Explaining how the nature, origin and purpose of a source is also useful to an historian.	The duration of the Renaissance period is c1500-c1700. In years 7 and 8, Students are taught the Tudor Dynasty and should be able to recall the ‘religious rollercoaster’ which happened during the reigns of Edward VI, Bloody Mary and Queen Elizabeth. We will revisit and recall the reasons for the English reformation. They will also reflect on the turbulence of Early Modern England due to the English Civil War. Charles II (son of Charles I) is a member of the new Royal Society which directly impacts medicine.				